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Community service, now recognized as a major function of the junior college, works increasingly with other agencies to provide educational, recreational, and cultural programs beyond regularly scheduled classes. In 1968, the W.K. Kellogg Foundation funded the American Association of Junior Colleges Clearinghouse on Community Services (AACS). The Forum is its newsletter and, for a wide range of professionals, will carry information and opinion on projects and ideas submitted by junior colleges. It will also cover pertinent literature, research and field studies, graduate programs, short-term institutes on community service leadership, conferences, and workshops. AACS also plans to publish a Directory of Community Service Directors in Junior Colleges, working papers on specific subjects, and an occasional major report on the state of the art and future prospects. Topics represented in these six issues include: community service program administration as distinct from adult education; a checklist of four basic community services for private or public colleges wishing to establish or strengthen their programs; information on materials exchange between AACS and the colleges; national organizational patterns for community services; responsibility of the college to know and reach out to all the people in the community; an interchange of program directions, problems, and achievements; formation of a National Council on Community Services; California programs; personnel training. (HH)

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COMMUNITY SERVICES FORUM

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036/Phone: (202) 462-4031

Vol. 1 No. 1 January, 1969

# THE COMMUNITY DIMENSION OF THE COMMUNITY COLLEGE

In the summer of 1968, the W. K. Kellogg Foundation funded an AAJC project in Community Services. Earlier, Dr. Ervin Harlacher identified in a major report to the AAJC the Community Services Dimension of the junior college as the newest and most important focus of college responsibility.

Community services is now widely recognized as a major function of the community college. And while the community college services its community through its regular programs and activities, an increasing number of colleges now provide in cooperation with other community agencies, special programs of community services, i.e., educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes. By so doing, these institutions recognize that by definition the community college has an obligation to:

1. Become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regularly scheduled day and evening programs;

2. Provide educational services for all age groups which utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district community at large;

3. Provide the community with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems;

4. Contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time.

The full potential of the program is not yet realized by all institutions. But there is reason to believe that the next great thrust of community college development will be in the direction of community services. Thus, the role of the community college in providing a special program of community services becomes that of a catalytic force, not the passive role of classes for adults--to supply the leadership, coordination, and cooperation necessary to stimulate action programs by appropriate individuals and groups within the community. Moreover, the community college can become a locus for the cultural, intellectual, and social development of its district community, as well as a facilitator. Through its program of community services, the community college can make significant contributions to the life of the community, state, and nation.

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J. Kenneth Cummiskey, Project Director: W. K. Kellogg Foundation Community Services Project/Nathan C. Shaw, Editor

## THE AAJC PROJECT IN COMMUNITY SERVICES

The W. K. Kellogg funded project is attempting to support the community services dimension by:

- establishment of a national advisory committee to advise the project director on directions and needs for project emphasis;
- establishment of a consultant service to identify and recommend expertise in community service activities to assist colleges desiring assistance in program development;
- sponsoring regional and national conferences and workshops for community services directors, college administrators and others involved in the community dimension of college activities;
- participating in cooperative activities with universities and other engaged in training programs for community services leadership in junior colleges;
- providing a clearinghouse function on information relating to community services;
- publication of a newsletter and other materials of use to the junior college field.

## AMERICAN ASSOCIATION OF JUNIOR COLLEGES CLEARINGHOUSE ON COMMUNITY SERVICES (ACCS)

The Community Services Project of AAJC is attempting to serve as a clearinghouse for requests for information on programs and practices in Community College/Community Services. We will utilize fully the resources of the ERIC Centers at UCLA (Dr. Arthur M. Cohen, Director, 96 Powell Library, University of California Los Angeles, California 90024) and at Syracuse University (Mr. Roger DeCrow, Director, Syracuse University, 107 Roney Lane, Syracuse, N.Y. 13210) as well as the NEA Adult Education Clearinghouse (Dr. Richard W. Cortright, Director, 1201 16th Street, N.W. Washington, D.C. 20036).

We welcome reports of your college's programs in community services. Copies of your annual report to the institution or other detailed descriptive materials would be helpful. We particularly would like to have information on research projects, theses and dissertations in progress or completed. As this material is submitted, it will be reported in this newsletter and will be available through ACCS to interested parties.

Because of the great interest in sources of funding and projects that are funded, ACCS will attempt to coordinate information on funded projects in community services in junior colleges. The information will be analyzed and reported out to the field. We will also be able to answer specific questions on funded projects in special areas or by specific agencies. To this end, we request: A one page summary of each of your funded projects containing:

a. Name of institution

b. Funding source

c. Under what legislation

d. Date of funding

e. Amount of grant

f. Duration of project

g. Title of project

h. Description of project (service provided, how provided, where provided, to whom, how many served, involvement of college in project, staff involved, etc.)

As ACCS data will not be computerized, the above format is required and appreciated.

## CONSULTANT SERVICES

The Community Services Project has developed a consultant file of professionals who are available to provide technical services to colleges on a consultant basis. Colleges may contact individual consultants and arrange consultant agreements with them. If they wish AAJC assistance in selecting the consultant and financing his services, they should write to J.K. Cummiskey, Project Director, and outline their technical problem. Dr. Cummiskey will then recommend a consultant to the institution who is equipped to deal with the particular institutional problem. Because of limited funds, assistance will be given on a need basis and expenses must be shared by the client institution. The Current Consultant file includes the following:

AMO DE BERNARDIS, President, Portland Community College, Portland, Oregon 97201

DR. ROWLAND K. CHASE, Director of Community Services, Foothill Junior College District Los Altos Hills, California 94022

MR. T. M. CORDELL, Dean and Coordinator of Continuing Education, Abraham Baldwin Agricultural College, Tifton, Georgia 31794

MR. THOMAS F. COTTINGIM, Administrative Assistant, Peralta Junior College District Oakland, California 94610

DR. PATRICK DISTASIO, Division Director of Career Programs and Community Services, Miami-Dade Junior College, South Campus Miami, Florida 33167

MR. BERT DOTSON, Assistant to the President, Lane Community College Eugene, Oregon 97402

MR. WALTER FIGHTMASTER, Director of Community Services, Oakland Community College Bloomfield Hills, Michigan 48013

MR. DONALD GILES, Oregon State University, Marine Science Center Newport, Oregon 97365

DR. ERVIN L. HARLACHER, President, Brookdale Community College 18 Court Street, Freehold, New Jersey 07728

DR. MORRIS HAIMOWITZ, Director of Adult and Continuing Education, Chicago City College Chicago, Illinois 60601

MR. WILLIAM KEIM, Assistant Superintendent Administrative Dean for Community Services, Cerritos College Norwalk, California 90650

DR. M. FRANCES KELLY, Lecturer in Higher Education, State University of New York, Foster Annex Buffalo, New York 14214

MR. VICTOR LAUTER, Dean-Continuing Education and Extension Services, New York City Community College Brooklyn, New York 11201

DR. ALLEN MATHERNE, Dean of Community Services, Flint Community Junior College Flint, Michigan 48503

DR. KEITH MERRILL, Dean of Community Services, Monterey Peninsula College Monterey, California 93940

DR. WILLIAM MILLER, Coordinator of Community Education, College of San Mateo San Mateo, California

MR. GUNDER MYRAN, Michigan State University East Lansing, Michigan 48823

DR. JAMES NIHAN, Dean-Evening College, State University of New York Farmingdale, N.Y.

MR. NATHAN C. SHAW, Director of New Programs and Community Services, Montgomery Junior College Takoma Park, Maryland 20012

DR. GEORGE TRAICOFF, Dean of Community Services, Cuyahoga Community College Cleveland, Ohio 44115

MR. THEODORE G. VENTOULIS, Director of Community Services, Essex Community College Baltimore, Maryland 21237

MR. TIMOTHY WELCH, Dean of Community Services, Cabrillo College Aptos, California 95003

MR. CLEMENS T. WISCH, Assistant to the Director for Community Services, Milwaukee Institute of Technology Milwaukee, Wisconsin 53203

## PUBLICATION PROGRAM

Publications from this project include THE FORUM, a wide circulation newsletter carrying information and opinion on community services emanating from our junior colleges. Published monthly throughout the year, THE FORUM will be edited by Nate Shaw, Community Services Director at Montgomery Junior College in Maryland. The purpose of THE FORUM is to provide information on community services to a wide range of interested professionals and to provide an outlet to persons in the colleges with information and opinions they wish to present. THE FORUM will attempt to keep abreast of literature on community services, research and field studies completed, and graduate programs and short term institutes being offered for the preparation of community services leadership. THE FORUM will carry a regular listing of conferences and workshops of interest to personnel in community services work. In addition, there is planned A DIRECTORY OF COMMUNITY SERVICES DIRECTORS IN JUNIOR COLLEGES; a series of WORKING PAPERS on specific subjects of interest to the community services practitioners; MAJOR PUBLICATIONS from time to time on the state of the art in community services and prospects for future development.

## CONFERENCES AND WORKSHOPS

The rapid growth of community colleges and of community services programs in these colleges require a continuing program of opportunities for orientation and in-service training. To this end the AAJC Project in Community Services is sponsoring a number of workshops and conferences and cooperating or jointly sponsoring a number of others. Current programs being offered by the AAJC project include two workshops in Community Service and Community Relations for Developing Institutions. Sponsored jointly with the AAJC project for Developing Institutions, and open to all junior colleges, the workshops will be held in San Antonio, Texas on March 21-22 and in Moline, Illinois on March 28-29. A working conference on Community Involvement is being held in San Francisco on February 26-27 with The Committee on Community Services of the California Association of Junior Colleges as co-sponsor and conference host. On May 1 and 2, a national conference is scheduled for Winston Salem, North Carolina and will have multiple sponsorship: The AAJC project in Community Services, the Adult Education Association (AEA), and the National Association for Public School Adult Education (NAPSAE). This conference may mark the beginning of a confederation of Community Service personnel in community colleges. These same groups, and a number of others, will come together in December 1969 at the Galaxy Conference of Adult Educators in Washington, D.C.

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COMMUNITY SERVICES FORUM

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036/Phone: (202) 462-4031

February, 1969

Vol. 1 No. 2

# COMMUNITY SERVICE PROGRAM ADMINISTRATION IN JUNIOR COLLEGES

A COMMUNITY SERVICE PROGRAM IS WELL ESTABLISHED IN 9 OUT OF 10 COMMUNITY COLLEGES IN THE UNITED STATES, AND ITS DIRECTOR IS MOST LIKELY TO BE THE ADULT EDUCATION DIRECTOR OF THE INSTITUTION.

These findings were established from a survey conducted in the fall of 1968 of all 790 institutions on the AAJC mailing lists covering the United States, its possessions, and parts of Canada.

## Number of Programs

Of the 684 colleges (85%) responding to the survey, 628 indicated that they have some kind of community service program -- a national total of 91%. Some 94% or 490 public institutions and 84% or 138 private institutions reported having community service programs.

## Designated Program Leadership

Harlacher, in his study of community service programs (1), discusses the need for separation of adult education from the community services program. He says, "One of the reasons community services are identified with adult education is that the program in small junior colleges is often administered by the administrator of the adult education program."

Response to this survey indicates that responsibility in those public schools without full-time programs does lie with the adult education director --40%. Only 6% of private junior colleges charge their adult education director with the community services responsibility -- for a national average of 36% for public and private colleges.

Although Harlacher (2) cites an effective public relations program as interdependent with an effective community services program - wherever the community service program has been highly developed, the college has enjoyed excellent relations with the community - it is surprising to note that only 5% of those responsible for the community service program are public relations directors, and this is more likely in private schools --12% have appointed a public relations man--than in public schools with 2%. Yet, in answer to the question--What are additional responsibilities of the community service director?--public relations, publicity, and community relations were most often cited.

Of course, the higher up in the administrative hierarchy the community service director is, the more prestige his program is likely to carry. (Conversely, if the man designated community service director has too many other responsibilities, obviously the effect of the program may be diminished.) In this survey, 10% of the community service directors are also the chief executives of their colleges.

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J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

More often, responsibility at those schools without a full-time director is delegated to someone at the administrative level--26%. Deans of students are designated responsible at 5% of the schools, deans of vocational-technical education at 3%, instructors at 2%, deans of program development at 3%, and other functionaries at 2%.

ALTHOUGH THE EMPLOYMENT OF A FULL-TIME COMMUNITY SERVICE ADMINISTRATOR TO PROVIDE LEADERSHIP IS AN ESSENTIAL FACTOR IN THE SUCCESS OF COMMUNITY SERVICE PROGRAMS IN THE JUNIOR COLLEGES, ONLY 15% OF ALL SCHOOLS--PUBLIC AND PRIVATE--HAVE A FULL-TIME DIRECTOR. THE FIGURE FOR PUBLIC SCHOOLS IS 18% OR 86, WHILE THE PRIVATE SCHOOL RESPONSE INDICATES 5% OR 7, WITH A FULL-TIME COMMUNITY SERVICE DIRECTOR.

## Administrative Relationships for Community Services Director

"Encouragement and support from the faculty and college president are doubly valuable" in an effectively functioning community services program, Harlacher states. He goes on to say, "A possible means of greater presidential support...is to establish the community services division as a major administrative area, with the community services administrator reporting directly to the chief administrator." (3)

The greatest number--69%--of those answering this question on the survey indicate that the community service director does report to the executive of the institution. Most of the rest--26%--report to someone at the administrative level, usually the dean of instruction. The others (4%) indicated that they report to the deans of adult education, students, program development, or vocational-technical education.

## Other Assigned Responsibilities

A comparison of other responsibilities of community service directors in public and private institutions would seem to indicate that public institution directors are generally higher up the administrative ladder than are those in private institutions. Among other responsibilities listed most often by community services coordinators in PUBLIC COLLEGES, are directors of adult, evening, extended day, and/or technical-vocational education.

Other responsibilities of the community service coordinator in PRIVATE COLLEGES range from preparing proposals for grants to public relations and fund-raising activities with academic part or full-time instruction following closely.

## Selected Regional and State Patterns

Few differing patterns of community service administration emerge when statistics were assigned to arbitrary regional divisions of the country. For the most part, all regions came within one or two percentage points of the national averages. The South had slightly fewer full-time programs. The North, with its higher percentage of private schools which would not be expected to carry on as many community service programs as public colleges, showed surprisingly high participation in community service programs.

California, with its special tax support, emerges as the leader in administration of community service programs. Of 78 colleges or districts responding, 74 have community service programs. And, slightly more than half have full-time administrators. In fact, California boasts almost half the full-time community service programs in the country.

California does not follow the national pattern of considering community services as a responsibility of the adult education director. Only 11 of the 34 colleges without a full-time community service director (31%) have designated the director of adult education as the community service director. Rather, 35% of those designated responsible (in colleges without a full-time director) are from administrative or dean of student levels.

Close cooperation with the highest echelons of the administration in California junior colleges is indicated by the fact that 79% of the community service directors report to the chief executive. Fourteen percent report to administrative officials (again, usually the dean of instruction), and the rest report to directors of adult education or deans of students.

## Survey Highlights

Eighteen percent of all public colleges carry on full-time community service programs and, as would be expected, the ratio of full-time community service programs goes up with the size of the college. In schools of the 1-500 range, 9% have full-time programs, but almost 31% of the public colleges with 3000+ enrollments have full-time programs.

In those public colleges without full-time community service directors, almost 4 of 10 are likely to appoint the adult education director responsible for the program, and one of five will pick an administrator. Some presidents, particularly in the smallest public schools, have even designated themselves responsible -- thus in theory recognizing the need for a community services program.

Public school community service administrators are more likely to report to the chief executive (67%) but 29%, a slightly higher figure than in private schools (19%), report to an administrator--usually the dean of instruction. The rest small remainder (4%) report either to the dean of students or to the adult education director.

(Note: The complete survey with full statistical tables and representative state examples - Florida, Illinois, Michigan, New York, California - is available on request through the American Association of Junior Colleges Clearinghouse on Community Services-(ACCS).

(1) Ervin L. Harlacher. Effective Junior College Programs of Community Services: Rationale, Guidelines, Practices. Junior College Leadership Program, Occasional Report Number 10. Los Angeles: School of Education, University of California, 1967. p. 18.
(2) Ibid., p. 18-19
(3) Ibid., p. 66-67

## COMMUNITY SERVICE PROGRAMS AT THE AAJC ATLANTA CONVENTION

On Tuesday, March 4 (9:30 a.m. - 4:00 p.m.) a national task force will hold an all day workshop to consider the needs of community service directors and others responsible for community service programs. An assessment of present-day community services in two-year colleges will precede a consideration of alternate national organizational and service patterns to meet these needs. Recommendations will then be presented to community service personnel in attendance at THE NATIONAL CONFERENCE ON COMMUNITY SERVICES at Winston-Salem, North Carolina, May 1,2.

Wednesday, March 5 (2:30 - 4:30 p.m.) Presentation and discussion of the Community Services Project, the Sociology Project and the Projects for the Disadvantaged being conducted by AAJC. President Charles Chapman, Cuyahoga Community College, will preside.

Thursday, March 6 (10:30 a.m. - 12:15 p.m.) The Community Dimension of the Community College Panel will review and recommend Organizational Patterns and Practices in Community Services (Dr. Gunder Myran - Field Director of Community Services Project at Michigan State University); Community Service as the Laboratory of the Community College (Dr. Patrick Distasio-Director of Career Programs and Community Services, Miami-Dade); Financing Community Service Programs (Dr. George Traicoff-Dean of Community Services, Cuyahoga Community College). President Ervin L. Harlacher, Brookdale Community College will preside.

Additional programs of interest include an address on Social Action and the Community College by the Honorable Carl Stokes, Mayor of Cleveland (March 4, 8 p.m.); and a discussion on the topic of Changing the Educational System to Meet Change in Society by Presidents Norvel Smith and William Birenbaum, both members of the AAJC Community Services Advisory Committee.

## QUOTES FROM THE FIELD

I would like to commend you, your staff and Nate Shaw on your first publication of THE FORUM. This newsletter will provide a needed service to many of the developing Community Colleges in our nation. Nathan Brundridge, Assistant Director, Continuing Education, Mesa College, Grand Junction, Colorado. I was delighted to have referred to me the first issue of the Community Services FORUM. By coincidence, I am just now starting as Coordinator of Community Services for the Hawaii State System of community colleges, a new post, and I need the ideas and information this publication promises to offer. Orland S. Lefforge, Coordinator of Community Services, University of Hawaii. While public community colleges are certainly predominant in this area, there are some independent junior colleges that are trying and succeeding to serve their local communities through a program of services. Thus the role and contribution of independent colleges in this area should not be overlooked or ignored; contrarily I would suggest that you make a conscious and deliberate effort to acknowledge and support the services of independent community colleges. Donald E. Deyo, President, Dean Junior College, Franklin, Massachusetts. As requested in the publication we are pleased to forward an outline of our Urban Studies Seminar which will utilize the services of the men and women comprising the leadership of our community to prepare future leaders for positions of public service. A.P. Beaudoin, Director of Community Services, Florida Junior College at Jacksonville.

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FORUM 1315 SIXTEENTH STREET, NORTHWEST, WASHINGTON, D.C. 20036

# CHECK LIST FOR EFFECTIVE PROGRAMS OF COMMUNITY SERVICES

By Ervin L. Harlacher, PRESIDENT, BROOKDALE COMMUNITY COLLEGE

A basic program of community services and basic procedures for the effective administration and supervision of the program are presented in check list form. This check list is offered as a guide for public and private junior colleges interested in establishing or strengthening a program of community services. (1)

A basic program of community services should provide for:

I. Community Use of College Facilities
   - Provision of physical facilities for meetings and events
   - Cosponsorship of community services on campus

II. Community Educational Services
   - Short courses
   - Community leadership and development
   - Community counseling
   - Speakers' bureau

III. Cultural and Recreational Activities
   - Lecture series
   - Fine arts series
   - Recreation activities

IV. Institutional Development
   - Special events
   - Citizen participation groups
   - Community information service

The effective administration and supervision of the program of community services involves:

I. SECURING COMMUNITY-COLLEGE SUPPORT

A. Involve community in planning and development
   - ---Utilize personnel of appropriate community groups in planning and promotion of program
   - ---Engage community advisory committees in planning of program
   - ---Obtain cosponsorship of services and activities by local groups
   - ---Actively involve a large number of community people and groups in program
   - ---Secure active participation and support of community leaders
   - ---Organize community advisory council as means of identifying community needs and interests
   - ---Develop and maintain cooperative, friendly relationships with community groups
   - ---Arrange for community cultural groups to affiliate with college

B. Maintain effective internal and external communication
   - ---Establish regular information service to keep citizens of college district community informed on college matters
   - ---Provide adequate time to plan publicity campaigns

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---Use a wide variety of media to communicate with public and reach all segments of college district community
---Direct publicity and publications toward specific publics in community
---Utilize extensive direct mail publicity
---Arrange for direct coverage of college events by area press
---Develop and maintain personal relationship with area press
---Prepare brochures regarding activities and services and distribute throughout community
---Issue personal invitations to community leaders to attend events
---Keep public fully informed of services available from college
---Establish citizens' committees as an aid in presenting programs to community
---Clarify channels of communication between community services office and other college departments involved in providing services

C. Involve faculty and students in planning and development
---Encourage active participation of faculty and students in program
---Organize student-faculty planning committee
---Provide opportunity for faculty to help plan program informally and through study and advisory committees

D. Coordinate services with other community groups
---Coordinate program with other community and regional groups to avoid unnecessary duplication of services
---Maintain close liaison with public school personnel of college district
---Encourage community-wide coordination of cultural and recreational activities

E. Encourage college staff to participate in community affairs
---Encourage college personnel to participate in community activities
---Make college personnel available to community as consultants
---Provide leadership in organizing needed community groups and solving community problems

F. Orient faculty and staff to community service function
---Interpret community service function to college faculty and staff on continuous basis

II. DETERMINING NATURE AND SCOPE OF PROGRAM

A. Provide effective planning and research
---Insure long-range planning of program
---Plan carefully all details of each individual service or activity
---Begin planning of individual services and activities at early date
---Consider carefully timing of services or activities
---Encourage staff experimentation and innovation in developing program
---Invite community groups to utilize college facilities and resources
---Preplan advisory committee meetings carefully
---Obtain evaluation of services and activities from participants
---Conduct appropriate research studies, including surveys and polls

B. Establish high standards for public performance
---Select known, quality artists and lecturers
---Determine and adhere to standards for public performance

C. Tailor services to specific needs and interests
---Tailor program and individual services to meet needs and interests of specific groups in district community

D. Define program purposes and objectives
---Determine objectives and philosophy of program and individual services
---Emphasize educational aspects of program
---Present diversified and balanced program
---Define specific functions of citizens' advisory committees

E. Identify community needs and interests
---Make community survey to determine specific needs and interests of district community
---Base each decision to provide a service or activity on analysis of community needs and interests
---Hold conferences and informal discussions with community people for purposes of determining community needs and interests
---Encourage community-at-large to express its desires and needs for specific services

III. ORGANIZING AND ADMINISTERING PROGRAM

A. Provide effective administration and supervision
---Establish community services division as major administrative area
---Obtain full-time community services administrator to provide leadership and assume over-all responsibility for program
---Provide adequate staff to organize and implement program
---Select enthusiastic, well-qualified staff supervisors for program
---Employ qualified public information officer
---Provide supervisors with sufficient time and authority to plan and coordinate activities
---Assure staff supervisors of freedom and authority to develop their activities
---Obtain adequate clerical assistance
---Select membership of citizens' advisory committees carefully on basis of purposes of committee
---Provide expert staff help for citizens' advisory groups
---Provide over-all coordination of events cosponsored by community groups

B. Establish and adhere to written policies, regulations and procedures
---Establish written policies, regulations, and procedures for all aspects of program
---Apply policies and regulations uniformly
---Review policies, regulations, and procedures periodically to see if they are still effective
---Maintain flexibility in accommodating community needs
---Require that all instructions and requirements for use of college facilities be in writing

---Arrange meeting with representatives of groups using college facilities for detailed joint-planning
---Require college supervisor to be present during time facility

C. Utilize community facilities and resources
---Offer services and activities at off-campus locations
---Utilize qualified consultants in developing program when need arises

D. Secure board, administration, and faculty support
---Secure understanding and support of board of trustees for program
---Elicit support and cooperation of administration and faculty
---Obtain support of board, administration, and faculty for community service as a major function

E. Obtain essential resources
---Secure essential financial support for program
---Provide adequate facilities and equipment for program

(Note: The American Association of Junior Colleges Clearinghouse on Community Services (ACCS) requests and welcomes all information sources on community services - copies of your annual report to the college or other detailed descriptive materials including research projects, funded projects, theses and dissertations in progress or completed.)

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(1) Ervin L. Harlacher. Effective Junior College Programs of Community Services: Rationale, Guidelines, Practices. Junior College Leadership Program, Occasional Report Number 10. Los Angeles: School of Education, University of California, 1967.

## MATERIALS SWAP-SHOP

The AAJC Clearinghouse on Community Services welcomes all exchange materials from the field - brochures, pamphlets, annual reports, statement of objectives for community services on campus and in the community, organization charts showing community services in relation to other administrative units in the college, offerings and activities summaries of non-credit courses, off-campus courses, special services (tours, planetarium, etc.), funded projects, research studies, theses and dissertations in progress or completed - and will list periodically what has been received. In turn, specific item requests will be answered directly or through the originating source.

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## RECEIVED AND AVAILABLE

CERRITOS COLLEGE (Calif.)--Community Services Citizens' Advisory Committees 1966-67 Summary Report. CUYAHOGA COMMUNITY COLLEGE (Ohio) - Community Services Status Report, February 1968. EL CAMINO COLLEGE (Calif.) - Annual Report of the Office of Community Services, May 1968. OAKLAND COMMUNITY COLLEGE (Mich.) - Program of Community Services, Winter-Spring 1969. Contrast, Public Events Series. Speakers' Bureau, A Community Service of Oakland Community College. Calendar of Public Events, February 1969.

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# NATIONAL ORGANIZATIONAL PATTERNS FOR COMMUNITY SERVICES

## A Challenge*...William G. Shannon, Associate Executive Director American Association of Junior Colleges

If there is anything distinctive about the community college, I feel it is the community services aspect. The other portions of the program are extremely important but they don't tend to distinguish it from other institutions in as radical a way. The potential of the two-year college lies as an agent of social change through the community service dimension. It is more than a play on words when I say we should emphasize "community" rather than "college" in community college.

The community college concept has embedded within it immeasurable power and potential. The community college organization as it exists and as it develops across the country has enormous amount of what in Washington is called "political clout". By this, I mean that the community colleges, through their geographic spread and through their programs of working in depth with other institutions and individuals have a tremendous potential for changing communities and individuals in a very significant and positive way.

We are now at a point where we ought to examine where we are going as a national group, where we are in relation to the entire field of adult, continuing and community education, and try to sketch out consciously and positively where we would like to be five or ten years from now. I think you can sense that the community college segment or sector of community services education does not fit any neat pidgeon hole, any neat category and may not fit exactly in any one particular form of reference or with any one national organization. There is a need in the community services field to re-examine the role AAJC and other associations might play in professional development and services as we are now going down several roads and I do not think five years from now we can view, if we continue along these paths, that this is a proper and healthy development. I would recommend we examine where we are going, what the purposes of our going down that route are, and whether there are better alternative routes. I don't have any solutions to offer to this problem; however, I do have some suggestions. The solution will have to come from the field, assuming that you agree with me that it is a problem.

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The problem is that the ADULT EDUCATION ASSOCIATION OF THE USA has set up a community college interest group. In and of itself and by itself, I would not consider it a problem but it so happens that THE NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION is likewise inclined to go along this same route. They are interested in establishing and have already started work along this line for a junior college section. I also know that the AMERICAN VOCATIONAL EDUCATION ASSOCIATION is interested, not necessarily in starting a junior college division, but of providing some services to this field. What the actual organization pattern or tie would be, I do not know. I do know that the ASSOCIATION OF UNIVERSITY EVENING COLLEGES and the NATIONAL UNIVERSITY EXTENSION ASSOCIATION, both connected with university education, have also begun to open up

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

their membership to junior college personnel. This is fine, let's join all the organizations we can. Where I think we get caught in the middle and, maybe, pulled apart is in the owing of professional allegiance to many organizations and, thereby, fractionating our efforts as a national group with the potential I mentioned earlier. The community college sector of community services education is, perhaps, the most potentially powerful segment of education today and to have our efforts fractionated, to have our interests divided, does not at all serve our purposes.

I do not mean to talk in power terms only as I am also talking about educational impact - impact on the university programs, impact on community development programs, impact on the OEO-related programs working against poverty, unemployment and group tensions. These are all areas of our concern and I am suggesting that its time now to take a look at what is happening nationally - to see if we can't develop a new pattern of organization utilizing the strengths of all these other national groups and yet not divorcing ourselves from them.

What sort of organization might it be? Here are some of the possible alternatives we might want to consider or, if we say what are the routes that we might travel down now, here are some of them including the one we are on now. (1) Interested organizations could officially sponsor a central office somewhere. Maybe all of us ought to chip in and set up an organization that is an amalgamation of the interests of all national groups in this field. (2) It might be important or feasible for one organization to sponsor an office for community college personnel but contract out for services from all other organizations and agencies. (3) We would all draft a letter of commitment or agreement of cooperation among national groups; such an agreement to include the sharing of publications, consultant lists, conferences, facilities, etc. (4) A further possibility is setting up a separate independent organization and you may want to go that way. (5) Still another possibility would be to continue the present policy of letting each organization set up its own community college section with resultant overlapping membership for all community college personnel in the field. That is what we have at present.

Certainly, the time has come when all community college personnel in this field should review these and other possibilities and begin discussions about working toward some amalgamation of efforts so that we can really bring to life the spirit of the GALAXY CONFERENCE which is supposed to bring all these groups together at a meeting in Washington sometime in December 1969. At that time associations will hold their individual independent national meetings with some overlapping meetings so that all adult and community service educators can express common concerns or study problems of mutual interest. If this is what we are aiming for in the GALAXY CONFERENCE, why don't we aim to do something organizationally to demonstrate that spirit?

I AM SUGGESTING THAT THE COMMUNITY COLLEGE FIELD HAS AN OPPORTUNITY OF DEVELOPING A NATIONAL VOICE FOR YOUR WORK; AT THE SAME TIME NOT DIVORCING YOURSELF FROM THE REST OF THE FIELD BUT AVOIDING THE DUPLICATION OF MEMBERSHIP AND THE RESULTANT ATTENDANCE AT MEETINGS WHERE YOU HEAR THE SAME KINDS OF TALKS, WHERE YOU DON'T REACH OUT AND DO THINGS IN A CONSTRUCTIVE WAY BECAUSE ITS A MATTER OF DUPLICATION, WHERE YOU DON'T UTILIZE YOUR ENERGIES AND EFFORTS IN AN EFFICIENT MANNER AS YOU MIGHT IF YOU HAD ALL ORGANIZATIONS CONCENTRATING ON COMMUNITY COLLEGE EDUCATION.

Again, they have other problems and concerns certainly, but I think it is a fractionizing of our efforts and I just wonder how healthy it is. The community college sector of this entire field, I think, is the most vigorous and most potentially powerful sector...and to be blended in with other organizations at this time does a disservice to

the entire field and to yourselves. Do not divorce yourself from these other groups, but organize yourselves in a little more effective fashion. I know this is controversial and this is not done usually. In fact, I don't know of any organization thus far that has brought such forces together but I do want to report I have had very gratifying conversations with the Executive Committee of AEA and NAPSAE, and with their officers; so, it's not impossible, but it is a rough road. I remind you of a Chinese saying "Even a journey of a thousand miles begins with but one step."

* Selected remarks made at the First Annual Conference of the Community College Section of AEA - USA, May 23-24, 1968, Southfield, Michigan

A Review of First Steps...Walter J. Fightmaster, Executive Director of Community Services, Oakland Community College, Bloomfield Hills, Michigan

The Community College Section of the Adult Education Association of the U.S.A. was established at Philadelphia in November 1967. Fifty people attended the organizational meeting of which Victor Lauter of the New York City Community College was chairman and Walter J. Fightmaster was moderator. Dr. Ervin L. Harlacher, then Vice-President of Oakland Community College presented a preliminary report of his study - "The Community Dimension of the Community College" - to define the position of the AAJC with respect to the community service function of the junior college. Papers on the topic Unique Community Service Programs in Operation at Junior and Community Colleges were presented by Mrs. Betty D. Setz, Assistant Director, Community Services, Oakland Community College; Dr. Allen J. Matherne, Dean of Community Services, Flint Community Junior College; Major Harris, Director of Comprehensive Community Education Center, Cuyahoga Community College; Allan DeGiulio, Assistant Dean, Continuing Education and Extension Services, New York City Community College, Brooklyn; Mrs. Virginia Dobbs, Director of Community Service Programs, El Centro Community College of Dallas County Junior College; Joseph M. Mego, Development Officer, Essex Community College.

The First Annual Conference of the Community College Section of AEA-USA was held at the Holiday Inn - Southfield, Michigan May 23 - 24, 1968 under the co-sponsorship of AEA and Oakland Community College. The theme was "The Community College - A Catalyst for Community Action." Dr. Ervin L. Harlacher, President, Brookdale Community College, spoke on The Community Dimension of the Community College and Dr. Joseph Cosand, President, Junior College District of St. Louis, discussed the conference theme. Topic presentations were Organizational Patterns - Dr. William G. Shannon, Associate Executive Director, American Association of Junior Colleges; Inner City Needs - Dr. Calvin Dellefield, Dean of Instruction, Washington Technical Institute; Occupational Programs - F. Harold Matthews, Jackson Community College; Womens' Programs - Lynn Holl Sikora, Director Project EVE, Cuyahoga Community College; Fine Arts - Dr. Allen Matherne, Dean, Community Services, Flint Community Junior College. There were over a hundred participants.

A Pre-Conference Meeting on Community Colleges was held at the NAPSAE Seattle Conference on Thursday, November 7, 1968 in cooperation with the AAJC. Dr. Sidney Silverman, President, Bergen Community College was program chairman, Elmer E. Clausen, Director of Adult Education, Washington State Education Department presided and panel presentations were made by Dr. J. Kenneth Cummiskey, Director of the AAJC Community Services Project-A Preview of the W.K. Kellogg Foundation-Supported AAJC Community Services Project; Nathan C. Shaw, Director of New Programs and Community Services, Montgomery Junior College-Starting and Involving the Community College's Community Services Program; and Robert E. Finch, Director of Adult Education, Cincinnati Public schools-A Look Toward Cooperative Efforts in 1969. There were sixty participants.

On November 15-16, 1968 approximately two hundred people attended the second Community College Section of AEA-USA in Des Moines. Walter J. Fightmaster was General Chairman and the first day conference theme was Community Services Organization Structures, Procedures and Functions. Papers were presented by Dr. Max Raines, Associate Professor of Higher Education, Michigan State University-Taxonomy of Community Services Functions; Dr. Carlo Simeoli, Associate Dean of Instruction, Florissant Valley Community College-Identification of Community Needs; Dr. Dewey A. Adams, Associate Professor, Department of Adult Education, North Carolina State University-Program Design, Implementation and Evaluation; Dr. George Traicoff, Dean of Community Services, Cuyahoga Community College-Obtaining Financial Support. The second day theme was Effective Community College Outreach Programs and panel presentations were made by Mrs. Betty Setz, Associate Director of Community Services, Oakland Community College-Project Cope; Victor Lauter, Dean of Continuing Education and Extension Services, New York City Community College, Brooklyn-The Gown Goes to Town; John W. Gianopulos, Assistant Dean of Adult and Continuing Education, Amundson-Mayfair Campuses, Chicago City College-Chicago City College, New Dimensions in Community Services; Dr. J. Kenneth Cummiskey, Director, AAJC Community Services Project-Community College Outreach Program - Who is Being Reached?

(Note: All previous conference papers will be compiled and made available as an ANNUAL CONFERENCE SUMMARY VOLUME starting this summer.)

## Next Steps

Community Service Leadership Program, AAJC Atlanta Conference, March 4-6.
AAJC Community Service Project Meetings, GALAXY CONFERENCE, December 6-11.
YOU ARE INVITED.

## Wanted: For a Forthcoming Issue of FORUM

Would you share on one or more pages your assessment of the community service field as to problems and prospects; major directions and priorities; needed professional education and desirable association services. Your contributions will be combined with that of the AAJC National Advisory Committee for Community Services and will constitute a bench mark for future development and evaluation.

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Vol. 1 No. 4 April, 1969

## COMMUNITY COLLEGE OUTREACH PROGRAMS: Who is Being Reached??

J. Kenneth Cummiskey, Director of Community Services Project
American Association of Junior Colleges

The continued proliferation of community colleges will, in a very few years, place a college within easy travel distance of nearly every citizen in the United States. This proximity to the people of an educational and cultural reservoir is potentially one of the most exciting educational developments of our time. It places a responsibility and obligation upon the community college to know its community and its people, to make its resources known to the community, and to work with the community in service to its institutions and its people.

While our program successes have been chronicled in the work of Harlacher and others, our failure lies in the lack of real commitment to community service and a lack of comprehension that our community includes all of the people within the legal district of the college.

There are those who see the function of community services as a means of helping the institution survive in the community - I prefer to make the community and the people primary and say: "if the institution is not providing a useful service we should change it so that it does or replace it with something that does." Again, there are those who seek community participation through a blue ribbon advisory committee of the power structure of the community. We all know that communities consist of more than that. Many "comprehensive" programs thus avoid the point of relevance and priority of our community service efforts. "All things to all people" may mean much activity (input) but little real service (impact) to those most in need in a community.

Two major groups often neglected are (1) the disadvantaged of whom we hear a great deal and are beginning to respond to and (2) the average middle class, blue collar or white collar nonprofessional. The latter is probably not aware that he has a college and its resources available to him. He is not a "thought leader" or a "decision maker" but he is a voter on bond issues and he is a taxpayer of the state and district deserving of its services. He is also a member of a community that needs unifying, and needs increased understanding, and needs communication skills and a chance to discuss issues and hear them discussed. He also could benefit from a little cultural upgrading and recreative recreation. He no doubt could benefit from sharpening his skills or learning new ones. But above all, he is very hard to reach because he is not terribly aware of his "needs." He is important, however, because he and his colleagues make up the community that the college is there to serve.

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## TRENDS AND RESPONSIBILITIES

It is apparent in traveling the country, and in reading our journals and proceedings that the colleges at large, as well as the American Association of Junior Colleges, have recognized the top priority claim of our disadvantaged populations to participate fully in the fruits of our society. We will attempt to meet this priority need through special recruitment, counseling, programming and teaching of disadvantaged youth. We will work at the same time to bring the services of the campus to the disadvantaged communities and to share use of our facilities and our staff with other agencies working with the disadvantaged population.

Another trend I detect in community service programs is a manifestation of a larger movement - involvement of the people to be affected in program development, operation and evaluation. This trend is manifested by:

1. The employment of minority members on project staffs when working with minority groups,
2. The formation of special advisory committees with program responsibilities to identify specific community needs and recommend and develop programs that apply to those needs, and
3. The elimination of the assumption that we, the professionals, know better than the people under consideration what is good for them.

The third trend that I observe - and like - is "outreach." Community Service directors are asking themselves, how can we get what we have to offer out to those who should benefit from it? And they are coming up with all sorts of things from radio and television to mobile classrooms and storefront learning centers. Oakland Community College in Michigan operates their total community service and adult education program off of their campus. The community service effort of an institution must be judged in terms of its impact on the community, in terms of how the community, or its citizens are better off or have changed behavior as a result of the service program. It is my feeling that the product that we as community service people want to deliver is the talent and resources of the college. Not the programs that we may now have but the potential to serve that is in our institutions.

Traditionally we define "community" as the area served by the college district. We recognize, of course, that there are many sub-communities within this district. They may be delineated by geographic areas, economics, social interests, ethnic background or professional and career orientation. Our focus is changed however when we push out our boundaries in defining the population to be served and the problems calling for resolution. We are then required to assess state and national manpower needs rather than local needs. We are expected to assume that students move to occupations away from the local community. We must think in terms of state and national social and ecological problems such as social unrest, racial strife, air and water pollution, transportation problems and the quality of life of the citizens of our state or region. If we include these considerations in our preliminary assessment of "community needs," our priorities in programming community services may well be altered. The population to be served, however, does not radically change since they are the citizens that can be reached by the college. Whether we use the members of the college faculty, employed individuals, specialist groups or truly representative advisory committees, we must get out to the people.

Our first purpose out there is to find out who is to be served.
Our second purpose is to find meaningful ways to serve them.
Our third purpose is to take them the service or bring them in to the service.
Our fourth purpose is to evaluate the results of our efforts and adjust our programs on the basis of what is learned:

- Who is being served by the College?
- How has the community benefited from the presence of the college?

THESE QUESTIONS ARE THE RESPONSIBILITY OF THE COMMUNITY SERVICE PROGRAM.

## AAJC COMMUNITY SERVICES PROJECT: CONFERENCE REPORT

During the first quarter of 1969, 3 major regional conferences and 1 national meeting have attracted over 500 participants from 40 states and Puerto Rico.

The San Francisco Conference on Community Involvement (February 26-27, co-sponsored with the California Junior College Association) was attended by 120 participants from 5 states and included college presidents, board members, college faculty and community service directors.

During the Annual AAJC Convention at Atlanta (March 4-6), a one-day invitational workshop for 25 directors from 15 states plus 55 observers addressed itself to national organizational patterns for community service leadership. In addition, a Community Services Section Meeting was held for 150 participants and featured working paper presentations on organizational patterns, program innovation and program finance.

Community Education Services and Community Relations Programs was the theme of two conferences co-sponsored with the AAJC Program with Developing Institutions at San Antonio, Texas (March 21-22) and Moline, Illinois (March 28-29). 60 participants from 18 states and 40 institutions including presidents, community service directors, directors of development and public relations directors attended the first meeting while a similar number from 15 states and 30 institutions attended the second meeting.

Conference themes, highlights, recommendations, speakers, consultants, participants for these and other selected conferences will be detailed in the first annual conference summary to be published this summer for the current academic year. Program chairmen of local, state, regional and national conferences directed to community service programs and personnel are asked to share their conference materials with the FORUM editor for possible inclusion. All materials will be further noted in the AAJC CLEARINGHOUSE ON COMMUNITY SERVICES NEWSLETTER and made available on individual request.

## COMMUNITY SERVICES NATIONAL BULLETIN BOARD

CONFERENCE - The Community College Section of the Adult Education Association of the U.S.A. will hold its Second Annual Conference -- Comprehensive Community Service Programs in Community Colleges -- on May 1-2 at Winston-Salem, North Carolina. The Keynote Speaker will be Dr. A. Craig Phillips, North Carolina State Superintendent of Public Instruction. Planned as a "working conference", participant workshops will be offered in the areas of New Approaches to Financing - Establishing Community Relationships - Staff Recruitment, Training and Development - Program Development and Implementation - Research and Evaluation.

Conference registration fee, including three meal functions, is $16 and should be made payable to the North Carolina Community College Adult Educators Association. Conference materials and further information is available from Charles M. Barrett, Section Chairman and Educational Director, Adult Education and Community Services Programs, Department of Community Colleges, 141 Education Building, Raleigh, North Carolina 27602 (Phone 919 829-7055).

BOOK - The National Association for Public School Adult Education has announced a new text and reference book entitled Administration of Continuing Education: A Guide for Administrators; Nathan C. Shaw, Editor. Reflecting the accelerated developments and rapid changes of the late 1960's, the 22 authors of 18 chapters in 5 sections cover such key areas as THE ORGANIZATION AND ADMINISTRATION OF CONTINUING EDUCATION - Public Support...Community Schools...Role of Community Colleges...The Adult Education Director...Finance...Legislation; PROGRAM DEVELOPMENT AND OPERATION - Needs and Resources... Balanced Curriculum...Major Curriculum Areas and Program Concerns...Community Development...Promotion and Publicity; THE ADULT PARTICIPANT - Motivation and Recruitment... Counseling and Guidance...Expanding Learning Facilities; IMPROVEMENT OF INSTRUCTION - Selection of Teachers, Leaders, and other Supporting Staff...Training and Supervision... Methods and Materials for Adult Learners; RESEARCH AND EVALUATION - Research for Action Programs...Continuous Program Evaluation.

For further information on either hardbound or softbound copies, contact NAPSAE, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

WORKING PAPERS - The first two of a series of working papers on community services topics and concerns will be mailed to all AAJC member institutions during April. They are Community Services: An Emerging Challenge for the Community College (First Definitions and Selected Examples) - Dr. Gunder A. Myran, Michigan State University and Obtaining Financial Support for Community Services Programs (Program Funding and Proposal Writing) - Dr. George Traicoff, Cuyahoga Community College.

COMMUNITY SERVICES DIRECTORY - The first annual directory of community services leadership in community and junior colleges will be mailed to all AAJC member institutions during April.

YOUR ANNOUNCEMENTS FOR THE BULLETIN BOARD ARE INVITED.

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CLEARINGHOUSE ON COMMUNITY SERVICES

# PROGRAM CASE STUDY: PUBLIC AFFAIRS

by Theodore G. Venetoulis,
Director of Community Services, Essex Community College,
Baltimore County, Maryland

No. 2 April, 1969

The Essex Community College Office of Community Services (OCS) started in August, 1966 under a Title I Grant of the Higher Education Act, 1965. It was initiated in response to the community's need for direction, guidance and education in the critical area of citizen participation. During the early period of its existence, OCS worked to familiarize the community with its objectives and to work with local citizens to develop action programs designed to increase the level and quality of citizen participation. Local citizens and organizations soon began to relate to OCS, to Essex Community College and to recognize the value of community and academic cooperation. Literally hundreds of contacts were made on citizen needs and local issues. With its identity established, OCS began to focus on the quality of local leadership and educating the broad adult community in vital local, state and national affairs.

## 1967

In 1967 OCS initiated a number of programs to explore and objectively analyze sensitive local issues including the Bay Bridge and Air Pollution. Both of these issues were wrapped up in a volatile political climate and required searching investigation. OCS undertook a comprehensive study of Environmental Health problems to familiarize the community with the opportunities of its natural resources. That same year OCS sponsored an action course on Baltimore County Government and Politics, a course that attracted widespread interest and controversy. Besides these special activities, OCS maintained a continuing relationship with community leaders and citizen organizations on individual problems that ranged from job opportunities to youth activities.

In direct response to citizen requests, OCS sponsored a symposium entitled "The Dynamics of Public Relations." The symposium trained community leaders in the techniques of public relations, the use of mass media, the drafting of press releases and offered special guidance on two important aspects of civic life: organizational fund raising and organizational membership drives.

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J. Kenneth Cummiskey, Project Director: W. K. Kellogg Foundation Community Services Project/Nathan C. Shaw, Editor

OCS has also made a deliberate effort to use contemporary events to increase citizen interest and improve leadership qualities. With Maryland's Constitutional Convention dominating the news during 1967 and early 1968, OCS undertook an extensive series of programs relating to the Convention. First, OCS held an informal public Seminar where members of the Constitutional Convention Commission and elected officials expressed their views. Then OCS sponsored a series of tuition free news conference programs that dealt with the Convention while it was in session and covered such important items as pressure groups, lobbying, political influence, and an in-depth analysis of each major article. In conjunction with every major civic organization in the area OCS also directed a metropolitan-wide series of Constitutional Convention Seminars featuring leading delegates and experts. Finally, OCS concluded its Con-Con programming with a public forum entitled "An Evening with Mr. Eney" featuring the Con-Con President. The meeting attracted over 300 participants.

1968

In the Spring OCS launched a new venture in citizen-government relations by opening the College doors to citizens and public officials with a "Government Fair Day," an open house at the College's new campus where the public was invited to meet top local officials to discuss mutual problems and ideas. Hundreds of people attended the Government Fair, exchanging views and meeting public officials first hand.

In Fall of 1968 the success and community approval of OCS was given formal recognition when the College fully integrated the office into its institutional structure, absorbing the salaries of its director and secretary. This institutional recognition enabled OCS to expand its program even further and increased the level of mutual cooperation between the adult community and its local academic facility.

Now operating under an even broader mandate, OCS continued its direct approach to local needs. By public demand OCS repeated sponsorship of both the local Government and Politics Action Course and the Public Relations Symposium. Later in the year, again capitalizing on contemporary events, OCS sponsored two separate tuition free courses on Presidential Politics, the major political event of 1968. The first program dealt with the "Presidential Nominating Process," discussing the intrigue of both parties as they maneuvered to select their presidential nominees. The second offering dealt with the actual presidential election, discussing electoral strategy, campaign techniques, maneuvers and financing.

Two other OCS programs designed to increase community awareness and local leadership dealt with Consumer Protection and Community Mental Health. Experts in both areas

were brought in to discuss and outline approaches to these two delicate local problems.

In late 1968 OCS added another dimension to its programming. OCS took its public affairs concept directly to large institutional organizations where it could deal directly with their specific problems and increase their awareness of public problems. The first such program dealt with the Constitutional Convention where OCS sponsored a traveling seminar that literally moved from industry to industry explaining the draft Constitution to top executives of such major companies as Martin-Marietta and Western Electric.

The second such intensified "group" approach centered on an OCS program to ease "communication" problems faced by hospital administrators. OCS sponsored a two-day institute where hospital supervisors and administrators were exposed to the art of communication and where they debated the effects of urban growth, racism, and metropolitanism on their own jobs and behavior.

The Baltimore Council of the AFL-CIO asked OCS for a similar program. This led to a series of two day institutes entitled "The Role of Labor in a Changing Society" where labor officials and members were exposed to in-depth analysis and controversial discussions of labor's contemporary role. The Institute included workshops on human communication within and without the labor movement.

Finally, in an effort to improve employment opportunities for the disadvantaged, OCS has embarked on a direct community action program to train thirty disadvantaged citizens to become child care workers in various area institutions. The program will last over a six-month period and will provide jobs for each of the trainees upon completion.

## 1969

OCS opened 1969 with a controversial program entitled: "The Art of Lobbying." The program was a deliberate effort to teach citizens the complicated but legitimate art of shaping, directing and influencing public policy. A skilled and veteran lobbyist and an equally skilled political figure were the feature guests. The program was attended by more than 200 people and served to educate the participants on the realities of government in a contemporary setting.

While it takes on added dimensions and new programs in adult action and adult education, OCS will continue to respond to community requests for guidance and assistance in local problems, directing local leaders to proper information channels and providing resource people to local groups and individuals who need such service.

In the future, OCS, depending upon its resources, plans to expand its concept of public affairs and community action programming with direct action programs in race relations, narcotics, drug addiction, adult careers and many others. OCS also plans to launch an extensive campaign to stimulate adult interest in continuing education, not as a response to a specific issue, but as an ongoing and necessary ingredient of their community lives.

OCS is now an institutional element of Essex Community College and the community at large, establishing itself during its brief two years of existence as a reliable and objective center for community service. Not only has OCS contributed to improved local leadership and citizen awareness but it has also taken the College into community life, bringing together the talent of the academic institution with the needs of the community.

In summary, the initial funding of Title I and the continued cooperation OCS has received from Title I officials have been the single most responsible ingredient in the success of this program. If success can be measured by the local institution's willingness to absorb a program initially founded by Title I seed money, then it is fair to say that OCS has been an enormous success. By any standards - citizen interest, community respect, and local response -- OCS can look to an expanding and vigorous future.

## NOTE

All Community Service directors are invited to share their program emphasis with the field and to submit illustrative material that can be used in future issues of the AAJC CLEARINGHOUSE ON COMMUNITY SERVICES.

## MATERIALS SWAP-SHOP

The AAJC Clearinghouse on Community Services welcomes all exchange materials from the field - brochures, pamphlets, annual reports, statement of objectives for community services on campus and in the community, organization charts showing community services in relation to other administrative units in the college, offerings and activities summaries of non-credit courses, off-campus courses, special services (tours, planetarium, etc.), funded projects, research studies, theses and dissertations in progress or completed - and will list periodically what has been received.

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Vol. 1 No. 5 May, 1969

## PROGRAM INTERCHANGE: DIRECTIONS, PROBLEMS, ACCOMPLISHMENTS

The Publications Program of the AAJC - W. K. Kellogg Foundation-Supported Community Services Project began in January, 1969. Monthly FORUMS have followed with major attention given to "The Community Dimension of the Community Colleges" (Ervin L. Harlacher, January); "Community Service Program Administration in Junior Colleges" (AAJC Survey, February); "National Organizational Patterns for Community Services" (William G. Shannon, March); "Community Services Outreach Programs: Who is Being Reached?" (J. Kenneth Cummiskey, April). The AAJC CLEARINGHOUSE ON COMMUNITY SERVICES has appeared twice as FORUM inserts in February and April - "Check List For Effective Programs of Community Services (Ervin L. Harlacher) and "Program Case Study: Public Affairs" (Theodore G. Venetoulis). A 1969 DIRECTORY OF COMMUNITY SERVICES LEADERSHIP IN COMMUNITY AND JUNIOR COLLEGES, as compiled in a Fall, 1968 National Survey was mailed out in April as was the first COMMUNITY SERVICES WORKING PAPER - "Community Services: An Emerging Challenge for the Community College" (Gunder A. Myran).

At the same time many community service deans, directors, college presidents and other interested staff, faculty, board members and community leaders have shared their activities with the publications editor, the community services project director and others at AAJC. This issue then is a selected sampling of program directions, problems and accomplishments in the community services field during the first months of 1969.

## COMPREHENSIVE COMMUNITY SERVICES PROGRAM / OAKLAND COMMUNITY COLLEGE MODEL*

The Community Services program provides college credit extension, career and special educational, cultural and recreational programs beyond the regular campus activities. These programs are designed to serve all age groups and provide coordination and leadership capabilities of the College for the solution of community problems.

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The program of Community Services includes COMMUNITY DEVELOPMENT: Various community development projects such as Projects "Serve" and "Cope", short courses focusing attention on social issues, and women's programs; CONTINUING EDUCATION: College credit extension courses, non-credit courses including seminars, workshops, arts and film series, exhibits, cultural tours, short courses, community chorus, community band and theatre groups; HUMAN RESOURCES TRAINING: A variety of vocational technical training including MDTA, paramedical, preapprentice, apprentice-related, employee-in-training and food technology programs and courses; OAKLAND POLICE ACADEMY: College credit and non-credit law enforcement courses; SPECIAL SERVICES: Tours and visits, master calendar, Speakers' Bureau, use of college facilities, information center, box office and Recording for the Blind, Inc.

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

* (Introduction to the PROGRAM OF COMMUNITY SERVICES CATALOG, Winter-Spring 1969, OAKLAND COMMUNITY COLLEGE, Bloomfield Hills, Michigan. Walter J. Fightmaster, Executive Director).

The overall program is planned in cooperation with citizen's committees through a COMMUNITY SERVICES ADVISORY COUNCIL.** The Council is to strengthen communications between the various segments of the community and the College, to provide recommendations for the implementation of programs, and to serve as a clearinghouse for other recommendations. It is hoped that through the use of this council the College will be more aware of the needs and interests of the community and better able to serve as an agent to bring together the total resources of the community and the agencies within its boundaries.

Members of this council will form the nucleus of citizens' committees assisting in special problem areas. While the council will meet quarterly, the committees may meet as often as monthly. These committees will alert the College to needs that might be met by joint College-community action and help plan programs that may be developed as co-operative enterprises. Such programs may be in the form of Seminars, Forums, Workshops, Institutes, Conferences or Lecture Series.

The operation of such committees might become clearer by looking at the activities of a COMMUNITY RESEARCH AND DEVELOPMENT COMMITTEE at CERRITOS COLLEGE in Norwalk, California, William A. Keim, Dean, Community Services. This committee, comprised of local government officials, directors of chambers of commerce and school district leaders was formed to help the college identify community problems which might be alleviated through joint community action.

The first program produced by this committee was a seminar entitled "Planning for People, Problems and Progress in the Cerritos College Area." Topics covered in the seminar included "Prevention of Community Deterioration," "Cooperation Between Communities in Economic Development and City Planning," and "How to Motivate the Public in Civic Affairs." A forum entitled, "Youth Speaks Out" was organized to help identify the problems facing youth in the area.

Another example of committee action might be a "Business, Industry and Professions Committee" investigating the possibility of developing a workshop for small business management covering such topics as "Roles of Management," "Record Keeping," "Taxation," "Business Relationships," "Advertising," and "Sales Promotion."

** (Flyer explaining the functions of the Council and listing by name committee members for BUSINESS, INDUSTRY AND PROFESSIONS; FINE ARTS; COMMUNITY RESEARCH AND DEVELOPMENT - a total of 35 individuals).

## COMMUNITY SERVICES PROGRAMMING / CAPES MODEL

The College Association for Public Events and Services, known widely by its acronym, CAPES, continues growing into its sixth year of serving the nation's community colleges with a four-state western membership of nearly 100 institutions.

Formed in 1963 by a group of 13 community colleges in the greater San Francisco Bay Area, CAPES has expanded to include colleges from Oregon, Washington, and Arizona, as well as those in California. The purpose of the organization is to "block-book" speakers and performing groups at lower prices than an individual college could obtain,

and to serve as a clearinghouse of information and experience for directors of community service and others responsible for public events at member colleges.

This spring, CAPES has held block-booking meetings in the San Francisco area, the Los Angeles area, and in Portland at which member colleges signed well-known speakers and entertainers for the 1969-70 school year. CAPES tours such men as L.S.B. Leakey, Sir Alexander Douglas-Home, John Kenneth Galbraith, and Gore Vidal.

To service the member colleges, CAPES maintains a four-member full-time paid staff in its office in San Francisco (5616 Geary Blvd., Suite 106, zip 94121, Telephone 387-4844), headed by Executive Director Mrs. Tanya P. Menci. Although the initial history of the CAPES organization has been in the west, news quickly spread to other parts of the country, and a group of Michigan colleges formed a CAPES unit in 1965.

CAPES is now turning its attention to national organization to provide a framework for future growth in a coherent pattern to serve the nation's colleges, which increasingly have become the agency providing intellectual and cultural stimulus for their communities. Current president of CAPES is Timothy Welch, Dean of Community Services at Cabrillo College, Aptos, California.

## COMMUNITY SERVICES PROGRAMMING / FLORIDA JUNIOR COLLEGE AT JACKSONVILLE MODEL***

Since its beginning in 1966, the Florida Junior College at Jacksonville, A.P. Beaudoin, Community Services Director, has realized the essentialness of providing short courses, seminars and institutes designed to meet specific community needs as well as to satisfy general community interest. The Urban Studies Seminar, sponsored cooperatively by the Jacksonville Area Chamber of Commerce, the City of Jacksonville and the College, is aimed directly at identifying community leaders to evolve a task force of citizens knowledgeably involved in community service to be able, right at a moments notice, to handle any crisis which arises in the city. The Seminar which has gained national recognition is an unusual and unique project designed "to provide an incisive look at the services which are provided by various organizations in Jacksonville and which are directly related to the orderly growth of the community." Some fifty participants are representing Jacksonville's industries, businesses, government agencies, professions and education institutions and will examine such topics as Jacksonville's non-profit check, charitable and social service organizations; education, legislative, executive and administrative branches of government; Chamber of Commerce and Civic Round Table; electric, expressway, hospital, port and airport authorities.

I think the most outstanding characteristics of the Urban Studies Seminar is that it is as practical as grits and gravy and has specific purpose and intent... to really reveal the operation of the major city agencies, to develop a core of leaders knowledgeable about all community matters. It seems to me that is real community service. AND THAT'S LIKE IT IS.

***(Newspaper articles of March 19, 20, 1969, Jacksonville (Fla.) Chronicle, Billy O. Boyles, Educational Writer).

## COMMUNITY SERVICES PROGRAMMING / KENDALL COLLEGE MODEL

A Proposal on Social Service Projects as Part of the Liberal Arts Curriculum at Kendall College, Evanston, Illinois has been developed by Richard L. Heiss, Director of Religious Life and approved by the Kendall faculty. In establishing a COMMUNITY SERVICES INSTITUTE which will grant academic credit for student involvement under the supervision of a faculty member, Mr. Heiss states that "given the present critical condition of the social order, with the increase of violence, the reality of racial prejudice, and the grim plight of the poor, institutions of higher education have a significant responsibility toward amelioration of the problems of the social order. In the urban Chicago metropolitan area the need is clearly before us. Tutoring in the inner-city, work in a school for retarded children, and involvement at Chicago State Hospital, work in Vista and OEO projects represent a kind of learning experience that deserves tangible recognition on a student's academic record. To my knowledge no two year liberal arts college has given serious consideration to including social service as part of the liberal arts curriculum. Kendall College has resources, and the community has the need. A significant contribution could be made by Kendall to the community and to the development of a model that would include and recognize social service as an integral dimension of a liberal arts education. To this end, the CSI will by the Fall of 1969 design, relate, and administrate social service programs with the existing curriculum where relevant and initiate significant student involvement in social service projects."

## QUOTES FROM THE FIELD

The first three issues of the "Community Services FORUM" were exceedingly valuable to me and your whole project fills a great need in the community college field. A recent doctoral study at the University of Florida indicated that junior college faculty members in Florida had less understanding of the community services forum than of any other function of the junior college. Lee G. Henderson, Assistant Superintendent, Community Junior Colleges, State of Florida.

I read with interest the first issue of the Community Services FORUM and I should like to offer congratulations to you for a very fine first. We shall look forward to receiving future copies of this bulletin and if you need any assistance, I consider myself still a community services man, so please do not hesitate to ask for it. Joseph N. Hankin, President, Harford Junior College, Bel Air, Maryland.

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036

COMMUNITY SERVICES FORUM

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# COUNCIL

Special Issue May, 1969

## COMMUNITY SERVICES COUNCIL FORMED

The National Council on Community Services for Community and Junior Colleges was organized on April 9 at a Washington, D. C., meeting of community service representatives from New York, Maryland, Ohio, Michigan, Florida and California. The Council is affiliated with the American Association of Junior Colleges through the AAJC Community Services Project.

The Council is structured to provide a unified voice for the community services field by:

- encouraging community programming in community junior colleges
- encouraging community involvement as a total college effort
- educating the public to the potential of community programming in community junior colleges
- encouraging a coordinated attack on pressing community problems by the community junior college and other agencies, institutions and groups committed to the resolution of these problems
- promoting federal, state and local legislation to support community service programs as a regular function of the community college
- establishing the community service function of the community college as an accreditation criterion for the college
- stimulating professional interchange among community service practitioners
- promoting closer relationships among state, regional and national associations devoted to similar goals.

The Council will work closely with existing organizations committed to community education and services. To that end, a liaison committee has been established with Nate Shaw as chairman so that discussion and cooperative efforts already underway with NAPSAE, AEA-USA and other interested organizations can continue and expand.

To assure the full operation of the Council at the Galaxy Conference in Washington, D. C., in December and the American Association of Junior Colleges Convention at Honolulu in March of 1970, action committees have been named in the following areas:

*Legislation
*Program Planning
*Professional Development
*Publications and Public Relations
*Research
*Accreditation
*Membership
*Constitution & Long Range Goals

Committee reports will be completed by the end of June in preparation for a one-day Constitution Convention to be held in Washington, D. C., during early July. It is open to community service personnel and others who wish to determine the activities and leadership of the Council for the coming year.

If you are involved in or committed to community programming in two-year colleges, you are urged to indicate your interest and willingness to participate in the work of the Council by filling in and returning the attached form NOW.

The Council welcomes your support, participation and guidance now and during the coming months of organization, selection of officers and committee members and action programming for the challenging field of community education services in the community junior college.

The Steering Committee For
The National Council on Community Services in Community and Junior Colleges

VICTOR LAUTER
Dean, Continuing Education and Extension Services
New York City Community College
New York, New York

NATHAN C. SHAW
Director of New Programs and Community Services
Montgomery Junior College
Rockville and Takoma Park, Maryland

WALTER FIGHTMASTER
Executive Director of Community Services
Oakland Community College
Bloomfield Hills, Michigan

PATRICK DISTASIO
Director, Community Development Center
Miami-Dade Junior College
Miami, Florida

WILLIAM KEIM
Administrative Dean of Community Services
Cerritos College
Norwalk, California

GEORGE TRAICOFF, Chairman
Dean of Community Services
Cuyahoga Community College
Cleveland, Ohio

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COMMUNITY SERVICES FORUM

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036/Phone: (202) 462-4031

Vol. 1 No. 6 June, 1969

# TRAINING AND DEVELOPMENT OF COMMUNITY SERVICE PERSONNEL

A Point of View* ...William S. Griffith, Chairman of the Adult Education Special Field Committee, Department of Education The University of Chicago

No other segment of higher education is expanding more rapidly than is the junior college. If the present rate of expansion--one new institution per week--continues, in 1970 there will be over 1,000 junior colleges serving over 2,000,000 students. This rapid growth presents a major staffing problem--one that is compounded by the changing nature of the junior college with consequent needs for new kinds of specialized personnel. Although conventional teaching and administrative positions may be filled by luring faculty members from high schools and senior colleges, the number of personnel with specialized training to fill the rapidly proliferating positions is inadequate. The long term best interests of American education will be served by the preparation of personnel specifically for the junior college.

Four conditions must be met if community colleges are to become a major institutional force in the extension of adult education (continuing education, community services) to groups in our society which are now either excluded from existing educational programs or who find the available educational opportunities irrelevant to their needs: (1) suitable pre-service and in-service programs must be developed to prepare individuals who wish to work in community college adult education: (2) short-term conferences must be developed to enable presidents and other college administrators to develop a realistic vision of the dimensions and characteristics of a sound community-based adult education program: (3) short term conferences must be developed to assist member of community college governing boards to become well informed regarding the costs and benefits associated with the offering of a broad spectrum adult education program and (4) efforts to enlarge the research base which undergirds practice in the community college adult education program must be carried on with professors of adult education.

JC 690 293

In the training and development of community college personnel five action steps seem to be essential.

The first step is to counteract the forces which are tending toward a premature crystallization of the image of junior college adult education. The prevailing practice seems to be that of regarding adult education as consisting of only those programs involving classroom teaching. If adult education is to consist of a comprehensive community oriented program, chief administrators and governing board members will require information to assist them in conceptualizing community college adult education. Accordingly, a training program for present and potential community college adult educa-

tion administrators must assist them in becoming familiar with the varieties of forms of adult education so that they in turn may conduct informal educational programs for chief administrators and governing board members.

The second step is to prepare present and future community college adult educators to accept their responsibility for strengthening all existing agencies of adult education in their communities. To date, attempts to develop effective adult education councils or other coordinating organizations have usually been unsuccessful Typically, persons who have found themselves unexpectedly named as adult educators have attempted to start a program or to perpetuate an existing program without making a systematic effort to assess the existing adult education opportunities in their communities. In most American communities there is no agency or organization from which an adult may obtain information on learning opportunities for adults.

Because the provision of adult education information is characteristically handled poorly, if at all, the community college adult educator has an opportunity to provide this service and in so doing earn the appreciation and cooperation of adult educators and of those who use the service. The establishment of an adult learning opportunities clearinghouse by an administrator of a community college adult education program will work to his advantage in several ways. First, he will gain favorable public recognition. Second, he will become acquainted with all of the adult educators working in his area as he collects information on their programs. Third, he will increase his knowledge of each agency and its potential and therefore will become better able to plan a program which is addressed to the unmet educational needs on the community.

The community college adult educator who seeks to facilitate the development of a comprehensive community oriented adult education program will find that he is accepting a role which adult educators in other institutions have abdicated. He will have to overcome the normal tendency to regard community needs from the standpoint of what would be in the immediate best interests of his institution. He will have to demonstrate a high standard of professionalism by showing that his program is built on a conception of community needs rather than on institutional preferences so that other adult educators may be persuaded of the merit of his approach and thus be induced to emulate his behavior.

In his training the effective community college adult educator will be encouraged to see his role in program planning as one which avoids the unnecessary duplication of existing offerings and which builds upon the unique resources of the college. He must develop skill in analyzing community educational needs and resources.

In the fourth consideration, the adult educator is taught to approach his community in a special way. Rather than thinking exclusively in terms of offering opportunities for each individual to get assistance in working toward his own personal goals, the community oriented adult educator will not deny his responsibility to exercise educational leadership. He will make his own assessment of community problems, and working with an advisory committee wherever possible, he will develop educational programs which will increase the capacity of the individuals immediately involved to solve their own problems.

Although the community college adult educator is concerned with helping adults work toward the attainment of their socially acceptable goals, he is not content to stop at that point. Instead, he may develop programs to bring problems to the attention of people who were previously unaware of them. He sees his role as that of improv-

ing the quality of life in the community through increasing the ability of individuals and groups to participate intelligently in the decision-making processes. His program of professional preparation must emphasize the development of a philosophy of adult education.

Yet perhaps of greatest importance is the commitment of the community college adult educator to his own continuing education. Through a systematic program of reading; professional memberships; attendance at selected local, state and national meetings; participation in workshops; and through graduate study in adult education; the professional adult educator in the community college will remain abreast of new developments in the field not only in community colleges but in all kinds of adult education institutions. A man who is not serious about pursuing his own continuing education is incompetent to provide effective leadership in the ever-changing contemporary world. Accordingly, during his professional preparation he should be assisted and guided in developing his competence as a self-directed continuing leader.

The director of a community college adult education program needs a philosophy of continuing education, the skill and the attitude to be an effective continuing learner, a procedure for analyzing his community in terms of its educational needs, the ability to work harmoniously with a variety of kinds of people, a framework for program development, financial and personnel management skills, and the self-confidence and assurance which will enable him to convey his plans together with the justification for his decisions to those who control the college.

Any simple program for the training and development of community college personnel in adult education which considers only the adult education administrator is bound to have limited success. TO ENABLE COMMUNITY COLLEGES TO REALIZE THEIR POTENTIAL AS INSTITUTIONS OF ADULT EDUCATION, THE TRAINING PROGRAMS MUST CONSIDER NOT ONLY THE DIRECTOR BUT ALSO HIS SUPERIORS. UNLESS THE EDUCATIONAL PROGRAM IS AIMED AT PRESIDENTS. TRUSTEES, AND ADULT EDUCATION ADMINISTRATORS, ANY ONE OF THESE MAY OBSTRUCT THE DEVELOPMENT OF A BROADLY BASED ADULT EDUCATION PROGRAM. Accordingly, a three pronged approach is imperative if maximum progress is to be made in realizing the adult education potential of the community college.

* Selected remarks made at the Second Annual Conference of the Community College Section, Adult Education Association, USA (with cooperative assistance from the W.K. Kellogg Foundation-Supported Community Services Project of the American Association of Junior Colleges), Winston-Salem, North Carolina, May 1,2, 1969.

Your response and further recommendations are invited.

## SUMMER PROGRAMS FOR PROFESSIONAL DEVELOPMENT

DEVELOPING EFFECTIVE COMMUNITY SERVICES PROGRAMS will be the focus of the Twelfth Annual Community College Workshop at Michigan State University, July 28 through August 8. Topics will include both the "Content of Community Services" and the "Leadership and Administrative Requirements for Effective Community Services." Participants may enroll as auditors or for three hours of graduate credit. Dr. Max R. Raines and Dr. Gunder A. Myran will serve as the university staff and will be joined by lecturers from universities and community colleges throughout the United States. For further information, write Dr. Gunder A. Myran, Director, Community College Workshop, 426 Erickson Hall,

Michigan State University, East Lansing, Michigan 48823.

A two-day conference on DEVELOPING EFFECTIVE COMMUNITY SERVICE PROGRAMS IN THE COMMUNITY-JUNIOR COLLEGE will be held at Kansas State College on Monday, Tuesday, July 14-15. The program is addressed to community-junior college personnel(administrators, faculty, trustees), college and university personnel engaged in programs of preparation for community college administrators and faculty and is sponsored by the American Association of Junior Colleges, Community Service Project in cooperation with Kansas State Department of Education. Visiting specialists in community service programs will serve as conference leaders and consultants in their varied areas of expertise. For further information, contact Dr. Paul T. Dixon, Chairman, Department of Administration and School Services, Kansas State College, Pittsburg, Kansas 66762.

A MIDDLE-ATLANTIC INSTITUTE FOR DEVELOPING COMMUNITY SERVICE LEADERSHIP is scheduled for July 27-August 2 at the University of Maryland Center of Adult Education. The major thrust of the summer workshop and the fall field experience is to improve the capability of the individual college and the seven state region to respond more quickly and fully to requests for community education services. The program which is planned for college presidents, trustees, college-community leaders as well as community service directors is funded by a Title I (Higher Education Act) Grant and the Community Service Project, American Association of Junior Colleges. For further information, contact Nathan C. Shaw, Institute Director and Director of Community Services, Montgomery Junior College, Takoma Park, Maryland 20012.

## NATIONAL COUNCIL ON COMMUNITY SERVICES FOR COMMUNITY AND JUNIOR COLLEGES

Announcement of the formation of a National Council on Community Services - affiliated with the American Association of Junior Colleges through the AAJC Community Services Project - was made by a COUNCIL insert in the May FORUM. Complete information on the ongoing committee work and the July Constitutional Convention is available by writing:

Walter Fightmaster, MEMBERSHIP CHAIRMAN, NCCS
Executive Director of Community Services
Oakland Community College
Bloomfield Hills, Michigan 48013

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036

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CLEARINGHOUSE ON COMMUNITY SERVICES

# UNIVERSITY OF SOUTHERN CALIFORNIA DOCTORAL STUDY: By Wallace F. Cohen
## Community Service Programs in California Public Junior Colleges

No. 3 January, 1967 June, 1969

The purpose of this study was to examine the community service programs offered in independent California Junior Colleges during the academic year, 1964-65. Findings were collected through (1) a questionnaire to forty California junior colleges meeting the criteria of the study, (2) a series of interviews conducted with the administrators responsible for the conduct of the program of community services at nine California public junior colleges which had participated in the questionnaire survey and had also been identified as having outstanding programs by the CJCA (California Junior College Association) Committee on Community Services (Bakersfield College, Cabrillo College, Cerritos College, Contra Costa College, Foothill College, Monterey Peninsula College, Orange Coast College, Pasadena City College, College of San Mateo), and (3) the establishment of a series of criteria for reevaluating community services program.

## QUESTIONNAIRE

1. Of the participating institutions, 3 had a fall semester 1964 enrollment of less than 1,000 students; 17 enrolled students in the category 1,000-4,999; 10 schools were found to be in the 5,000-9,999 category; and 9 schools reported that they enrolled in excess of 10,000 students.

2. Of the 39 schools reporting, 32 indicated that they have levied some portion of the permissive over-ride tax during 1964-65.

3. 6 colleges indicated that they utilized the services of a Citizens Advisory Committee; 2 had more than one committee; while the remainder of the colleges did not have such a committee.

4. Titles of persons responsible for community service programs fell into twelve main categories, with the title Dean or Director of Community Services being most prevalent. 29 of the 39 schools responding indicated that the community services administrator was directly responsible to the president of the college in the discharge of his duties.

5. In terms of the time which administrators spend in the performance of their duties associated with community services, 17 reported that they spent less than 20%; 6 spent 20-39%; 4 reported 40-59%; 3 reported a time allotment of 60-79%; and 6 said that administration of the community service program was their full-time assignment and responsibility.

6. The responsibility of community service administrators were reviewed and it was determined that at 22 schools, the designated administrator was responsible for coordinating the entire college program in this area. Where total responsibility was not assigned to one person, specific responsibilities assigned to more than one-half of the respondents included coordination of entire community recreation programs, scheduling of forum-lecture series, scheduling use of college facilities by the public under provisions of the Civic Center Act, booking of speakers and other allied events, and preparation of budget for community services programs.

JC 690 293

In reporting the program of community services, 7 categories of activities were classified as (1) CULTURAL ACTIVITIES, (2) RECREATION, (3) COMMUNITY RESEARCH AND DEVELOPMENT, (4) PUBLIC RELATIONS, (5) SHORT COURSES AND SEMINARS, (6) FACULTY SERVICES, and (7) GENERAL SERVICES.

## INTERVIEW

The interviews consisted of a discussion of the programs of community services presented at each of the schools, and a series of specific questions dealing with community services at each particular college in the study and with the community service program statewide. For each college, the geographical location of the school was noted, the area that it served was described, the college's official statement relative to its philosophy of community services was reported, and the program of community services provided in 1964-65 was described. Additionally, the highlights and outstanding or distinguishing characteristics of the program at each college was noted and reported.

The questions asked in the interview are given below while their responses are reflected in the principal conclusions to follow.

Question 1. Most junior colleges have a statement of their philosophy of community services. In your judgment, how well does the program you now offer reflect this statement of philosophy?

Question 2. Most community service programs have several different kinds of activities as a part of their total program. What are the three to five most important activities that are a part of your program?

Question 3. In your judgment, which of the programs listed above has been of the most value to the community?

Question 4. Which of the programs above has had the best acceptance in terms of attendance, community response, etc.?

Question 5. What program or programs would you like to add to your present community service offerings if such were possible?

Question 6. What are the principal obstacles that a community service administrator has to deal with in the course of carrying out his program?

Question 7. Looking ahead ten years, what future do you see for community services as a part of the total community college program in California?

## CRITERIA FOR EVALUATING COMMUNITY SERVICE PROGRAMS

The criteria, fifteen in number, were derived from literature research and from findings developed through the questionnaire and interview portions of this study. This list of criteria was then submitted to a jury of college presidents, community service administrators, and university professors. Based on the judgment of the jury, seven of the items were identified as PRIMARY CRITERIA, seven others were evaluated as SECONDARY CRITERIA, and one statement was judged to be in the category of QUESTIONABLE CRITERIA.

PRIMARY CRITERIA are (1) the community services program should be developed to fit the needs of the college community and public that is to be served, (2) community services programs should be perceived as flexible, and in a process of continual change in accordance with community needs, (3) programs of community services should include offerings of interest and value to all citizens including socioeconomic groups who do not usually participate in college educational programs, (4) programs offered in community services should be carefully coordinated with the programs offered in the other

departments of the college, (5) the college board of trustees should levy that part of the permissive five cent tax necessary to adequately fund community services as a major function of the college program, (6) the college program of community services should be coordinated with the programs of other community agencies and should not compete with or duplicate these services, (7) the program of community services should be broad-based and should include offerings in the following areas: a. community use of college facilities, b. community educational services, c. cultural and recreational activities, d. institutional development.

SECONDARY CRITERIA are (1) the college should develop a clear-cut statement of philosophy regarding its community services program, (2) community representatives should be consulted during the development state of a new community services program, and should be invited by the college to participate in an advisory role in the program of services being offered, (3) community service programs should utilize to the fullest possible extent the talents and resources of the college faculty, (4) faculty members should be compensated for their contributions to community services in the same manner as are sources of outside talent, (5) the community services program should have administrative leadership at a level commensurate with that of the departments of instruction, student personnel, and business, (6) responsibility for the community services program should rest with a single administrator who reports to the same person as do the leaders in the area of instruction, student personnel, and business, and (7) if a full-time administrator for community services is not necessary or feasible, the designated administrator should have his community services assignment as his major responsibility, and his other duties subordinated to it.

QUESTIONABLE CRITERIA appeared only for one item - programs offered in community services should be essentially educational in nature and should avoid offerings that are primarily of a "hobby" or entertainment nature.

## CONCLUSIONS

The following are the principal conclusions reached from a review of the data collected in the study.

1. Community service programs, as developed in California public junior colleges, are generally in the tradition and spirit of the extension service programs of the land grant colleges. Where the four-year institutions, through extension, have viewed the boundaries of their state and the population therein as the basis for their services and resources, the junior college, through its community service program, is coming to view its district and the population therein in a like manner.
2. While all the junior colleges in California independent junior college districts covered by this study did offer programs of community services, the programs reported in this study varied widely in scope, content, and quality.
3. The status of community services as one of the four major functions of California public junior colleges is not reflected in the time allotted by most colleges to leadership of the program.
4. Junior colleges see a real value in widespread community use of college facilities and, in keeping with the letter and the spirit of the Civic Center Act, are including this function as an important feature of their programs of community services.
5. Outstanding programs of community service are being developed in colleges where there is a commitment to the concept of the junior college as a community-oriented institution, and where the resources of the college are organized to support a comprehensive program of community services.

6. At the nine selected colleges there is an awareness of the importance of coordinating community service programs with the other resources of the community, and of the need to avoid wasteful repetition or competition with existing programs provided by other community agencies.

7. Administrators at the nine colleges generally regard community education as the most important goal of community services.

8. The content of the programs of community services reviewed, outside of the area of recreation, was geared to the interests of middle and upper socioeconomic groups, and to professional land business interests in the community. There was little evidence of the existence of programs directed toward lower socioeconomic groups or to racial minorities in the various school districts.

9. Junior colleges have recognized the importance of articulation and communication and are cooperating with other educational institutions in their areas in making college facilities available to others for visitation and joint use.

10. The community services program is dependent on the continuing existence of the permissive over-ride tax, and on the willingness of individual school boards to levy the tax. Should the state legislature, in its wisdom, eliminate the permissive over-ride tax, community service programs would be hard-hit, and, in most schools, would probably be severely curtailed or entirely eliminated.

11. There is considerable area of agreement among junior college educators as to the criteria for a good program of community services.

Note: Other studies in the community service field are welcome.

## THE ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

In association with the ERIC system, the Clearinghouse for Junior College information, sponsored jointly by the UCLA School of Education and the University Library, serves junior college educators in a variety of ways. The Clearinghouse acquires, indexes, and abstracts research documents and research-related materials relevant to the junior college field. These materials are then announced in RESEARCH IN EDUCATION and are available on request from the ERIC Document Reproduction Service.

The analysis, interpretation, and dissemination of pertinent research findings to the junior college field is another Clearinghouse responsibility. Four separate publications are designed for this important function: JUNIOR COLLEGE RESEARCH REVIEW (a monthly review of research reports received and processed at the Clearinghouse, published ten times a year by the American Association of Junior Colleges); CLEARINGHOUSE MONOGRAPH SERIES (periodic in depth studies and interpretations of research on topics related to the junior college field, published by and available from the American Association of Junior Colleges); CLEARINGHOUSE TOPICAL PAPERS (occasional statements on pertinent topics and issues in the junior college field, available on request from the ERIC Clearinghouse for Junior College Information or through ERIC Document Reproduction Service); CLEARINGHOUSE BIBLIOGRAPHIES (the Community and Junior College: A Bibliography of Doctoral Dissertations. Nov. 1967, available from AAJC). Other specialized bibliographies may be available on request of the Clearinghouse or through ERIC Document Reproduction Service.

ERIC Clearinghouse for Junior College Information
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Arthur M. Cohen, Principal Investigator and Director